DOCUMENT RESUME

ED 398 136 SO 026 625

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TITLE A Small Circle of Friends: Clarence Kingsley and Membership on the Committee of the Commission on the Reorganization of Secondary Education.
PUB DATE [95]
NOTE 18p.
PUB TYPE Reports - Descriptive (141) -- Historical Materials (060)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Change Strategies; *Educational Change; Educational Environment; Educational Improvement; Educational Innovation; Educational Trends; *Secondary Education
IDENTIFIERS Kingsley (Clarence Darwin)

ABSTRACT

This paper chronicles the work of The Reviewing Committee of the Commission on the Reorganization of Secondary Education (CRSE) in 1918 and of its chair, Clarence Darwin Kingsley. The report draws parallels between the report issued by the CRSE and the GOALS 2000 report on current educational reform efforts. The study shows that membership on the CRSE may be traced directly to the member's association with Clarence Kingsley. Contrary to Kingsley's attempt to portray CRSE membership as reflecting the input of a wide variety of people, in reality the CRSE membership was chosen carefully to suit Kingsley. All were of a like mind concerning the need for the reformation of secondary education and had been involved in educational reform at state and local levels before their appointment to this national committee. (EH)

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ED 398 136

A SMALL CIRCLE OF FRIENDS: CLARENCE KINGSLEY AND MEMBERSHIP ON THE COMMITTEE OF THE COMMISSION ON THE REORGANIZATION OF SECONDARY EDUCATION

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SO 026 62

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INTRODUCTION

An agency of the United States Federal Government issues a report proposing a sweeping series of changes to the schools of the nation. This report states that those subjects which do not meet the present needs and realities of schools are to be dismissed; old, outdated ways of understanding and attempting to solve problems in the schools will not be allowed to continue. The report reflects the efforts of a group of forward thinking educational reformers. The report declares the present state of education cannot be allowed to continue, and that this particular reform effort has been so formulated as to both address and solve the present ills found in the schools.

Does this describe educational reform efforts in 1996? Is this the controversial GOALS 2000, report? Indeed it could be, yet in this instance it refers, rather, to the education reports issued by the The Reviewing Committee of the Commission on the Reorganization of Secondary Education. [hereafter referred to as the CRSE] Arguably the best known of the CRSE reports was issued in 1918 by the CRSE; the CARDINAL PRINCIPLES OF SECONDARY EDUCATION. The seven principles were health, command of fundamental processes (such as reading, writing, arithmetic, oral and written expression), worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character. (U.S. Bureau of Education, 1918, p. 10-11)

Unlike the GOALS 2000 proposal, in which report authorship, by either individual or committee, is not readily discernable, the reports issued by the CRSE included both the names and positions of each member. As noted by Berliner and Biddle in *The Manufactured Crises*, the authorship and origins of any educational reform effort reveal much about what the eventual recommendations of that effort will be. As Berliner and Biddle note, the origins of educational reform efforts in the 1990's may be traced directly to the widely released "A Nation at Risk" report issued on April 26, 1983. Further, *The Manufactured Crises* notes that the conservative ideas prevelant in "A Nation at Risk" were actually fermenting in numerous political movements well before the reports1983 release.

The ability to pre-ordain the recommendations of any educational reform

effort, however, are not unique to those of the present era. As early as 1911 educational reformers were skillfully selecting specific members to serve on national committees so as to leave little to chance regarding educational reform recommendations. This study examines the composition of The Reviewing Committee of the Commission on the Reorganization of Secondary Education. Tanner and Tanner note, regarding the lasting effect of the CRSE, that its "impact on educational policy has yet to be equalled" (Tanner and Tanner, 1990, p.121). While educational researchers in the 1990's are beginning to examine the origins of contemporary educational reform, it is equally logical to uncover the the origins of seminal reform efforts in our past.

It is the membership of the CRSE committees which interests this study. How was it that these members came to be chosen to serve on this nationally prominent and influential commission? It is also noteworthy that following service on the CRSE many of its members went on to powerful and influential careers. Prior to service on the CRSE all of the members were positioned for a potentially significant career, however, the contacts made and associations that developed from service on the CRSE clearly propelled many of its members into the mainstream of the educational establishment.

The chairman for the Commission and of the Reviewing Committee for the Commission for the Reorganization of Secondary Education was Clarence Darwin Kingsley. In the Preliminary Statements by the Chairmen of Committees, Kingsley wrote that "Many people...were asked to suggest persons best qualified for this important work. The members are well distributed geographically..." (1913, p. 7) Kingsley's statement seems intended to forward the impression that CRSE membership was wide and varied, both geographically and philosophically. It will be shown that Kingsley's forwarded impressions regarding the selection of individuals for CRSE membership do not match the reality that an overwhelming majority of members had prior personal and professional associations with Kingsley.

CLARENCE KINGSLEY AND THE FORMATION OF THE COMMISSION FOR THE REORGANIZATION OF SECONDARY EDUCATION

The driving force behind the formation of the CRSE was Clarence

Kingsley (Drost, Simmons). A brief review of Kingsley's career prior to his assumption of the Chairmanship of the Commission will provide for a more accurate understanding of the subsequent appointment of members of the CRSE.

Clarence Darwin Kingsley graduated with a B.A. in pretheological studies from Colgate University in 1897. Following graduation, he taught mathematics at the Hamilton, New York school for the next four years, simultaneously studying theology at the Colgate Theological Seminary. One Contemporary historian noted that Kingsley found "the orthodox theology of Colgate incompatable with his own optomistic views of the pefectability of man" (Drost,1966, p. 21). Kingsley never entered the ministry, instead he left for New York City to become an agent of the Charity Organization of New York City, both working and living in the city's tentament district. At this time he also entered into graduate study at Columbia University as well as joining the Ethical Culture Society, striking up a friendship with future CRSE member. Although Kingsley finished his Master's Degree in 1904, with a thesis entitled "The Treatment of Homeless Men in New York City", it appears he quickly lost confidence in the ability of social work to solve the "deep-lying causes" (Drost, 1966, p. 23) of society's problems.

From 1904 to 1912, Kingsley taught mathematics at the Manual Training School in Brooklyn, New York. Having been discouraged by his perceived inability of social work to aid society, he was not without hope that social problems could be overcome. Kingsey was searching for a way to help individuals to function to their maximum potential while also serving the greater good of society. It seems he found social work lacking in any true long-term capacity to address this issue. It would instead be through education that Kingsely saw the best hope for the future of both individuals and society. (Simmons, Drost 1966)

Kingsley quickly came to involve himself in more than just the mathematics program at the Brooklyn Training School. In his 8 years of association with the New York City Schools, Kingsley was involved in numerous studies regarding diverse aspects of the school system. A brief selection of studies by Kingsley were; 1) faculty and student scheduling, 2) college admissions requirements and their effects on the high school, 3)

transportation statistics of students traveling to specialized high schools, 4) student population growth (Drost 1966).

Kingsley became increasingly aware of the domination of the high school curriculum by college entrance requirements. The organization of an entire high school to serve the future needs of a small amount of high school graduates going on to college or university worked struck Kingsley as misguided. He came to the conclusion that the needs and interests of large groups of students were not being addressed in a high school with a curriculum so controlled by post university entrance reqirements. This misdirection of the purpose of the high school, according to Kingsley, was so done to the detriment of both the individual student and to the society that student would soon enter. (Simmons)

Through Kingsley's association with the New York City Teacher's Association, he came to serve on the Association's Committee on the Articulation of High School and College. Quickly rising to the chairmanship of the committee, he oversaw the release of the report "Declaration of Independence of the High School from the College." The wide distribution of this report helped to propel Kingsley into the national spotlight. This report soon brought Kingsley into association with the National Education Association, a relationship that would greatly involve him for much of the next 11 years. The initial NEA Committee on which Kingsley served as chairman was the Committee of Nine, which officially came into existence on July 6, 1910. (Simmons) This committee led directly to the formation of the CRSE. In the summer of 1912 Kingsley was appointed a nonsalaried specialist with the United States Bureau of Education by the Commissioner of Education Philander P. Claxton. (Drost, 1966) This association would help to bring the power and influence of the Federal Government to Kingsley's work.

Sometime between the summers of 1911 and 1912 Kingsley came to realize that any complete reorganization of the nation's secondary schools would require a committee more complex than the Committee of Nine. Kingsley believed a new committee would need to involve itself more intimately with specific subject areas of the secondary curriculum. The Commission on the Reorganization of Secondary Education was officially chartered on July 13, 1913.(Simmons) Kingsley, in 1913, wrote to A.V. Storm, the chairman of the

Committee on Agriculture, that the work of the Commission "will take two or three years to bring the entire work to a satisfactory conclusion." (A.V. Storm). In reality the CRSE remained a working entity until the issuance of the final report in 1922.

Initially the CRSE consisted of 12 subject area committees and 10 Members at Large which resulted in a 22 member Reviewing Committee. By 1916 the subject area committees had grown from 12 to 16, thus the Reviewing Committee membership increased to 26. Often the Reviewing Committee is erroneously referrred to as the Commission. In reality, the Commission was all the reporting committees AND the Reviewing Committee.

Meanwhile in September of 1912, Clarence Kingsley left his job as teacher of mathematics in New York. (Drost, 1966) Kingsley assumed the duties of high school supervisor at the invitation of David Snedden, the Massachusetts Commissioner of Education. Kingsley's immediate supervisor was William Orr, the Deputy Commissioner for General Education. Orr was a member of both the Committee of Nine and later, the Reviewing Committee of the CRSE. (Drost, 1967) This new position allowed Kingsley the time to concentrate his efforts towards the direction of the CRSE and the eventual creation of the Cardinal Principles report.

This review of Kingsley's career and the formation of the CRSE has revealed that Kingsley had developed professional relationships in each of the following ; Columbia University, the New York City Schools, the United States Bureau of Education, Public education in Massachusetts and the National Education Association. It would be from these venues that the overwhelming majority of membership for the CRSE would be drawn.

MEMBERSHIP ON THE CRSE...A SEARCH FOR ANSWERS

The chain of events which led to Clarence Kingsley's association with the CRSE is fairly easily uncovered. His involvement with the CRSE is for what he is primarily remembered. What is not as easily discerned is the manner by which members of the CRSE were selected to serve in the CRSE. Save Kingsley's earlier comment, there exists no single record of the method by which these individuals were chosen.

The determination of total membership of the CRSE is in itself,

problematic. On the surface, membership would seem to be quite simple. One would simply gather all the reports issued by each reporting committee, collect the names of all reported members and add the numbers to obtain total Commission membership. However, to follow this method will not provide an acccurate count of members. Four of the original committees failed to issue final reports. Neither Kingsley nor the other chairs provide any clues as to what happenned to these committees. To further complicate matters, as in the case of the following four committees, 1. Committee on Ancient Languages, 2. Committee on Manual Arts, 3. Committee on Modern Languages and the 4. Committee on Art, although no final report was issued under the auspices of the Commission, the chairs of these committees remained part of the Reviewing Committee. In fact, the Committee of Nine, from which the CRSE was formed, remained a separate subcommittee, with Kingsley as its chair, even though it issued but a single report in association with the CRSE, in 1913.

A total of 16 reports were issued by the CRSE, all published in a series of bulletins from the United States Bureau of Education. (see chart #1, Simmons, 1960, p.148) Four subcommittees, comprised of membership from various subject area committee members also issued reports.

With the above constraints explained regarding determining CRSE membership, the total membership, including subject area subcommittees, probably exceeded 200 members. This is computed by taking into account all the members of each of the reporting subject area committees, the Members at Large and the previoulsly mentioned four subcommittees. In many cases a member served on more than one committee, in such a case the member was counted but once.

This study is concerned with the associations of the 28 members of the Reviewing Committee with Clarence Kingsley. Members were not so accomodating as to leave a record of their initial meeting with Mr. Kingsley. Neither did they make available for future review a single repository of records relating to what their professional activities were prior to selection to the CRSE. In selected instances in the course of research for this study many CRSE member's personal papers or collections never were located, their wherabouts unaccounted for or unknown.

The records of the CRSE in the National Archives are of little benefit to this effort; they are concerned with CRSE activities AFTER it's initial formation, not before. This study ended up being a scavenger hunt of sorts in that pieces of information were gathered from a wide variety of sources. The initial source employed was the Biography and Geneological Master Index 1981-1985, Cumulative. This source included the location of general information about all but 6 of the 26 members. The National Union Catalog also proved invaluable for all but 2 member's publications, as well as through extrapolation, ascertaining the pre-1913 career path of some members. Dissertation Abstact's International was also helpful as it contained 14 members' dissertations, helping to determine both places and dates of graduate education as well as initial areas of members' scholarly interest.

Of the 28 members, I attempted to locate the personal records or papers of 15 members. This resulted in the location of 10 personal collections, only two of which contained information relavant to the CRSE. This is not to imply that such records do not exist, only that this effort uncovered no such collections. Members personal records were attempted to be located when a clear association with Kingsley could not be established by a review of available professional and bibliographic information.

It was not necessary, or even probable, that any specific letter or record would be located detailing the method of selection for members. It is not at all unusual that Kingsley would choose fellow educators as members with whom he was professionally, personally and philosophically familiar. The principles behind the CRSE, as previously stated, had occupied Kingsley since his work in the tentaments of New York City. He eventually saw the secondary schools as having the potential to address and solve the problems plaguing much of society. He also came to the conclusion that the secondary schools of the nation needed to be reorganized to meet the present and future demands of a modern society.

It is not surprising that Kingsley would surround himself with like-minded individuals. These selected members were also equally enthusuastic about the possibilites of reforming the secondary schools of the nation. It is, however, unusual given the fact that Kingsley appears to have purposefully forwarded the impression that membership was an open issue, dependant upon

the advice of others. Depending on whom Kingsley was relying on for advice, the members selected possessed an amazing amount of homogeneity.

A SMALL CIRCLE OF FRIENDS

The 28 members of the Reviewing Committee were of surprisingly similar backgrounds. Each member selected to serve owed their service on the CRSE directly to Clarence Kingsley.

Chart #2 explains the five primary areas of membership association with Kingsley. These associations were determined by reviewing personal records, bibliographic reviews, obituary notices, special collections and archives along with a review of NEA proceedings. In each case the "X" represents the venue in which INITIAL contact with Kingsley was made. In many cases the date and place of initial association is difficult, if not impossible, to determine. In the case of three members of the CRSE it was not possible to determine when they and Kingsley first made professional contact. It is probable that it occured through the NEA, but this hypothesis was not able to be confirmed. It is intertesting to note that all three were graduates of the University of Chicago.

Columbia University and professional education circles within Massachusetts account for 17 of the 28, or over 60% of members selected. Another three members were professionally acquainted with Kingsley in New York City PRIOR to his direct leadership of NEA Committees. In the case of Henry Neumann, both he and Kingsley attended the same church in New York. (Drost)

Another area of contact with Kingsley is that potentially made through Federal Government work. This research has found that another three members were in the employ of the Federal Government, two for the Bureau of Education, in Washington, D.C., at the same time as was Kingsley.

Chart #2 also highlights which CRSE members had NEA publications prior to CRSE appointment. Almost 70%, or 19 of 28 members, had NEA publications PRIOR to their selection to the CRSE. Given Kingsey's continued association with the NEA since at least 1909 it is likely that some professional contact was forged in this manner. That the selected members had a publication with the NEA is not unusual, however, it does serve to

demonstrate another setting in which a future member's professional association with Kingsley may have begun.

Clarence Kingsley was by no means the only educator actively involved in the reformation of schools in the United States at this time. A selected review of future CRSE member's publication prior to appointment reinforces this notion.

Jesse B. Davis was a Reviewing Committee member selected in1916 by Kingsley to fill the vacancy created by the death of Charles H. Johnston. In Davis' 1914 book, Vocational and Moral Guidance, Davis wrote, "It is this great transformation in our public school system...that this volume is set forth" (p. 5, 1914). Fellow CRSE member H. L. Terry wrote in 1907 Latin as a Practical Study in the High School. Terry wrote that the old reason for the study of Latin is no longer valid. Terry called for the teaching of Latin to serve present student needs, primarily by helping students to communicate more clearly in English. Another CRSE member, Thomas Jesse Jones, in 1912, wrote Recent Movements in Negro Education. In this piece Jones stated that "It is very difficult to ascertain the nature and extent of the efforts of public officials for the education of colored people" (p. 243, 1913). Jones goes on the describe his efforts to begin a study of "Negro" education, and the need for such a study to plan for their orderly and sustained improvement.

This small sample of future CRSE members writing prior to appointment is meant to serve as an example of the fact that the members were concerned with the reformation of education. Further, as was Kingsley, these young educators were actively involved in the process of reformation BEFORE appontment to the CRSE. It is no coincidence that the final reports of the CRSE took their philosophical shape. After all, the members had held these beliefs prior to their CRSE efforts, and association with other likeminded reformers served only to strengthen and to focus their efforts.

The membership of the CRSE represented an entire generation of educators that would come to profoundly influence the future direction of education, both nationally and internationally. An obvious, but previously unexplored reason that these members were able to remain active and influential in education, was due to the age of the members upon selection to the CRSE. The ages ranged from a low of 30 for Henry Neumann to a high of

51 for H. L. Terry. The average age for all committee members in 1912 was under 41 years old.

The membership was comprised of relatively recent graduates of American Universities. 20 members had reveived advanced degrees within 15 years of their selection to the CRSE, 17 of those 20 within 10 years of selection. Another three members had earned advanced graduate degrees during or after their service on the CRSE.

The membership of the CRSE was indeed aware of what the current state of education was in American secondary schools. The fact that so many members were recent university graduates attest to the fact that they were just begining to establish themselves in their respective professional careers. Their association with the CRSE served to place them in professional contact with other young, university educated, educational reform leaders who shared a deep concern for the future of secondary education.

CONCLUSIONS

This study has shown that membership on the Reviewing Committee of the Commission on the Reorganization of Secondary Education may be traced directly to the members association with Clarence Kingsley. This study has documented that Kingsley had established a professional relationship with an overwhelming majority of CRSE members prior to their selection for service. Contrary to Kingsley's attempt to portray CRSE membership as reflecting the input of a wide variety of people, in reality the CRSE membership was carefully chosen to suit Kingsley.

CRSE members were of a like mind concerning the need for the reformation of secondary education. While the exact wording of the Cardinal Principles was new, the ideas inherent in it's construction had been explored and applied by many of the CRSE members prior to appointment. Almost every member had directly been involved with school reform on a local, or regional level, prior to CRSE selection. These members were not idle bureaucrats that stamped out educational policy in isolation of real school practice. While the CRSE was the initial effort of most members in a national reform movement, it would not be their last.

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Chart #1

Reports of the Commission

YEAR	BULLETIN NO.	TITLE	NUMBER OF PAGES
1913	41	"Preliminary Statements by the Chairmen of Committees"	80
1915	23	"Teaching of Community Civics"	55
1916	28	"Social Studies in Secondary Education"	63
1917	2	"Reorganization of English in Secondary Schools"	181
1917	49	"Music in Secondary Schools"	37
1917	50	"Physical Education in Secondary Schools"	24
1917	51	"Moral Values in Secondary Education"	37
1918	19	"Vocational Guidance in Secondary Schools"	29
1918	35	"Cardinal Principles of Secondary Education"	32
1919	55	"Business Education in Secondary Schools"	68
1920	1	"The Problem of Mathematics in Secondary Education"	24
1920	26	"Reorganization of Science in Secondary Schools"	62
1920	35	"Agriculture in Secondary Schools"	32
1921	5	"Part Time Education of Various Types"	22
1922	5	"Reorganization of Home Economics in Secondary Schools"	38
1922	23	"High School Buildings and Grounds"	49
TOTAL			833

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Chart #2

Membership of Commission

	Columbia University Faculty/ Graduate	New York City Schools	Education in Massachu-etts	United States Federal Govern-ment	University of Chicago Faculty/ Graduate	NEA Publica-tion Prior to 1913
Member-at-Large						
Clarence D. Kingsley	X	X	X	X	-	X
P. P. Claxton	-	-	-	X	-	X
Thomas H. Briggs	X	-	-	-	-	-
Alexander Inglis	X	-	-	-	-	-
Henry Neumann	X	-	-	-	-	X
William Orr	-	-	X	-	-	X
Willam B. Owen	-	-	-	-	X	-
Edward O. Sisson	-	-	X	-	-	-
Joseph S. Stewart	-	-	-	-	-	X
Milo H. Stuart	-	-	-	-	X	X
H. L. Terry	-	-	-	-	-	X
Chairs of Committees						
Charles H. Johnson	X	-	-	-	-	X
Jesse B. Davis	-	-	X	-	-	X
A. V. Storm	-	-	-	-	-	X
Henry T. Bailey	-	-	X	-	-	X
Cheesman A. Herrick	-	-	-	-	-	X
Walter E. Foster	-	X	-	-	-	
James F. Hosic	-	X	-	-	-	X
Henrietta W. Calvin	-	-	-	X	-	X
Wilson H. Henderson	-	-	-	X	-	X
William H. Kilpatrick	X	-	-	-	-	X
Edward Manley	-	-	-	-	X	-
Will Earhart	X	-	-	-	-	-
William B. Snow	-	-	X	-	-	-
James H. McCurdy	-	-	X	-	-	-
Otis W. Caldwell	X	-	-	-	-	X
Thomas J. Jones	X	-	-	-	-	X
Frank M. Leavitt	-	-	X	-	-	X